



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, JUNE, 1881.

No. 6

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Candidates may present themselves upon a part of the examinations.

For recent examination papers and further information address the Registrar, Harvard College, Cambridge, Mass. 14-36

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Leave Chicago.....	8.40 a. m.	8.30 p. m.
Arrive Elmhurst.....	4.46 p. m.	3.55 a. m.
Arrive Odell.....	7.10 p. m.	5.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.
Leave Centralia.....	10.05 p. m.	6.15 a. m.
Arrive Cairo.....	4.05 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.
Arrive Memphis.....	9.10 a. m.	2.45 p. m.
Leave Memphis.....	12.15 p. m.	3.30 a. m.
Arrive Memphis.....	4.15 p. m.	8.15 a. m.
Arrive Jackson, Tenn.....	10.40 a. m.	4.00 p. m.
Leave Jackson, Tenn.....	10.45 a. m.
Arrive Mobile, Ala.....	1.50 a. m.
Arrive Gr. Junction.....	12.45 p. m.	6.00 p. m.
Leave Gr. Junction.....	8.22 p. m.	6.32 p. m.
Arrive Memphis.....	8.30 p. m.	8.30 p. m.
Arrive Jackson, Miss.....	10.45 p. m.	3.31 a. m.
Leave Jackson, Miss.....	5.40 a. m.	5.40 a. m.
Arrive Vicksburg.....	8.00 a. m.	8.00 a. m.
Arrive New Orleans.....	7.15 a. m.	11.00 a. m.

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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, JUNE, 1881.

No. 6

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ST. LOUIS, JUNE, 1881.

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sponsible for such articles as appear
over their own signatures or initials.

PRESIDENT F. LOUIS SOLDAN, of the
State Teachers' Association, sends
greeting to the educators of Missouri
and their friends, and invites them to

meet for counsel, inspiration and
pleasure, at that delightful summer
retreat (the Saratoga of the West),
Sweet Springs, June 21.

Prof. D. Kerr of Gilman, Ills.,
says, "Your journal is a regular and
very welcome visitor. It talks *right*
to the point—without platitudes or
circumlocution. If our tax-payers
and the parents could read it regu-
larly what an impetus it would give
our school system.

The uplift it would give the masses,
—if all our teachers would circulate
it, would save these States from the
vice and poverty and degradation of
ignorance which bears heavily now
on the tax-payers. It would build
the people into intelligence and thrift
and virtue and prosperity.

I wish you abundant success."

ARE YOU GOING?

ATLANTA, Georgia is a beauti-
tiful city. All the South will
extend a most cordial and generous
welcome to those who attend the
"National Teachers Association" to
be held at Atlanta commencing July
19th.

We have been able to secure a very
low rate from St. Louis to Atlanta
and return.

The price of the round trip ticket
from St. Louis to Atlanta and return
will be only \$26.15. These tickets
will be on sale to go, *only* on July
14th and 15th. Do you wish to go?

If so, you can get these tickets on
these terms, only on July 14th and
15th. These tickets will be good to
return to St. Louis until July 27th
1881. We have very attractive cir-
culars of the routes.

Study the geography a little or
send to ticket agents of the several
railroads and get posted.

These tickets will be good over the
Louisville & Nashville Railroad, via
Nashville, Tenn, or over the "Van-

dalia Line" to Cincinnati and on to
Chatanooga and Atlanta.

We hope a large number of teachers
and school officers will go to Atlanta
on this occasion—shake hands with
our brethren from the South who are
engaged in the same great work—
drink in new inspiration from the
papers read—the social converse en-
joyed and in visiting one of the most
delightful cities on the continent.
Are you going?

If so, remember the dates—the
price of tickets and the time.

BETTER than all else—in its place
as showing an appreciation of what
has been done in our schools the past
year, are these letters that tell us of the
almost unanimous vote of the people
to increase the school term to six and
nine months and the school officers
voted an increase of salaries of our
teachers in many instances, ten,
twenty, thirty and forty dollars per
month. Teachers have been re-en-
gaged and this advance of salary
voted without any solicitation.

Not only the people but our school
officers are growing wiser. We are
none of us quite able to properly esti-
mate the worth or value of a capable
efficient enthusiastic teacher in a
community.

We learn from the officers of the
South East Missouri Teachers' Asso-
ciation that the prospects for the
annual meeting, to be held at Salem,
August 17, are very brilliant.

It promises to be, as it ought to be,
a grand *mass* meeting, not only of
the teachers, but of citizens as well.

Prof. Lynch has built up an Insti-
tute at Salem—which is worth more
to Dent County and the State of
Missouri than the iron mines of Dent
County.

He has drawn from a dozen or four-
teen adjoining counties two or three
hundred of the best young men and
women of that part of the State, and

is training and educating them splen-
dently and largely.

Let this occasion be a *grand rally*,
of all, the educators, the students and
the people too. A new impetus will
be given to the great work so nobly
begun by Prof. Lynch and his friends,
which will be crowned with success.

Missouri is entering upon a new
era of progress and prosperity by
virtue of what her teachers and edu-
cators are doing.

How to Send Money.

All postoffices register letters—
hence all moneys for subscriptions or
for other things should be sent in
registered letters. Postage stamps
are taken, and should be sent rather
than silver change.

When your postoffice is a "money
order" office, it is as well to send by
postoffice orders, but otherwise send
all money by registered letters.

—The Cape Girardeau State
Normal School is in a most prosper-
ous condition. It is very popular
throughout Southeast Missouri, and
has become a strong and growing
power for good. The new catalogue
shows a much larger attendance than
ever before.

—The Missouri University is
steadily working up. The last ses-
sion is remarkable for a large in-
crease in the number, character and
attainments of the students.

—The people of Marshall, Saline
county, Mo., have erected a school
building costing \$24,000. The prin-
cipal elect, W. E. Coleman, is one of
the very best in the State. They
pay the primary teachers \$60 per
month, double the common salary.
We predict that the Marshall schools
will rank among the very best in the
West.

—Prof. Joseph Ficklin of the
Missouri University, will have his
new arithmetic and algebra ready by
September.

State Teachers' Association.

The annual meeting of the State Teachers' Association will take place at Sweet Springs, (Brownsville,) Mo. It will begin on the evening of Tuesday, June 21st, and continue through the 22nd, 23rd and 24th. Every friend of education is requested to further by his presence, the object of the Association.

A cordial invitation to attend this meeting is extended to all the teachers of the State, whether connected with private or public schools, whether engaged in primary work or teaching in schools of more advanced grade, the Association solicits the co-operation of all. The educational interests of Missouri are the common cause to which the service and effort of all of us are devoted, and it may be promoted by discussion and an exchange of opinion among teachers.

No teacher who has attended educational meetings will fail to recognize their merit in improving, instruction and in giving a fresh impulse to school work. Educational meetings spread professional knowledge and elevate the professional spirit; they are an aid to the teacher who earnestly strives to improve his skill and his knowledge of methods of teaching more and more with every year, and who is determined to make his next school the best he ever taught. There is not one of us who cannot profit by the experience of our fellow-teachers.

The State Teachers' Association earnestly requests each teacher to be present and to do his best to induce others to attend.

The place selected for the meeting this year is *Sweet Springs*, the well known watering place of Missouri. It is a charming Summer resort; the attractions of the place will help to make the meeting a pleasant one. There are excellent hotel accommodations, and reduced rates have been secured from the leading railroads of the State.

The press of the State which has done so much to further the cause of education, is respectfully requested to give its support to the Association in the present instance by bringing this meeting to the notice of its readers.

F. LOUIS SOLDAN,

Pres. State Teachers' Association.
St. Louis, Mo.

PRELIMINARY PROGRAMME.

Tuesday, June 21st, 8 P. M. Preliminary meeting.

Enrollment of delegates.

Wednesday, June 22nd:

"The other Side," by J. M. Greenwood, Kansas City.

"The Products of Educating," W. N. Doyle, Novelty.

"Requisites and Essentials," R. D. Shannon, Jefferson City.

"Needed Legislation," S. S. Simpson, Nevada.

"What are we Doing?" E. P. Larkin, Clinton.

Thursday, June 23rd:

"Artistic Teaching," J. Baldwin, Kirksville.

"Voice Culture—Elocution," D. M. Brewer, Brazeau.

"Cultivation of special Powers," John Barton, Chillicothe.

"The True Teacher and real Teaching," J. M. Morris, Lebanon.

"Real Teaching," J. M. Naylor, Butler.

"The Evils of Rousseau," Grace C. Bibb, Columbia.

"Natural Science in Common Schools," Paul Schweitzer, Columbia.

Friday, June 24th:

"The need of Good Secondary Schools," by M. J. Morrison, Springfield.

"The New American Education," J. B. Merwin, St. Louis.

"County Teachers' Institutes," A. B. Warner, Lathrop.

Business meeting.

Hotel rates have been reduced to \$1.50 per day during the session.

Rail Road rates, Missouri Pacific Railway Co., to Brownsville, Wabash, St. Louis & Pacific Railway, to Brownsville, Chicago & Alton to Blackburn. Teachers to pay full fare going and to be returned at one third fare, on presentation of Secretary's certificate on or before June 27th.

St. Louis and San Francisco Railway. Teachers to be returned at one-fourth fare, on or before June 28th, other conditions as above.

Hannibal & St. Joseph R. R. Co., round trip tickets to Kansas City at 2 cents per mile each way; sold on the 20th only, good to return until 26th. Round trip tickets must be procured before starting.

NORMAL SCHOOL EDUCATION.

NORMAL School education must furnish the basis for the pupil's practical activity as a teacher. If it is a wise maxim that whatever you want to have appear in the life of a nation you must put into its schools, we may complete this saying by adding, and whatever you want to have appear in the schools of a nation you must put into the Normal schools. The surest way to secure good instruction and effective education in general, is to educate teachers that understand this task fully and are ready to perform it with zeal and perseverance. The importance of Normal schools lies in the fact that whatever good is accomplished there, will spread with the graduates which are sent out to teach.

The needs of the schools indicate the standard of what is required from Normal teachers. The principles on

which the education of teachers is conducted are as easy to lay out as difficult to achieve. The time for the mere routine teacher has passed, we hope, forever. Not only the practical skill, but also an insight into the nature of the mind, into the nature of the world and science are required. Then, the teacher needs the devotion that raises the profession from being merely a profitable way of passing the time previous to some more earnest future duty, to the dignity of a life work. The pupil is entrusted to the teacher's care, body and soul, and the teacher ought to understand, therefore, the physical and psychical condition of man's nature. A knowledge of physiology and psychology will lead to the avoidance of errors, for which, no matter how much they bear the character of individual mistakes, general education will be arraigned by its enemies as the criminal.

As regards instruction the teacher must always be conscious that the value of the instruction she imparts depends on the method by which it is given.

The teacher must keep aloof from the two extremes which are equally ruinous to the highest end of education. Avoiding the old baneful mechanism of parrot-like text-book repetition the teacher must not fall into the snare of the modern barbarism of despising the printed page and discarding the wisdom of our forefathers and of believing that we can read truth only in the ever changing face of nature and none in the human mind and the history of the world.

To ignore the past and to live only in nature and in the present, is to live again the life of Adam—the life of man without history. To rely on the printed page alone without basing it on the study of nature, is to dwell entirely on the experience of others, which will destroy self-experience and self-dependence.

The pupil must study nature, the objective world, and then be led to recognize his experience in the experience of others, and to rectify and widen his own by theirs.

If the teacher opens the pupil's eyes to the objective world, as revealing itself immediately, and as reflected by the experience of others treasured up in the printed page, his learning will not be of the kind that dulls the wits of the child instead of sharpening them. The term Object Lesson is but a substitute for the wider name,

ILLUSTRATIVE METHOD, that always bases instruction on suitable objective illustrations, and which may be used throughout the whole course of instruction. The teacher can manifest her tact and power in no better way than by her

aptitude for finding suitable illustrations and objects for whatever is taught.

The higher activities of the human mind, conception and thinking, need the strong basis of perception in order to grow.

The State demands that education serve its purposes, and by giving moral culture aid in the repression of crime. Hence, the future teacher must learn how instruction may be made to educate the pupil's moral nature. Instruction can remove two causes that may lead to crime—laziness and ignorance—by accustoming pupils to regular work, and by giving knowledge which will make it easier for the pupils to gain an honest livelihood.

The child educated together with his equals, is taught respect for the rights of others; on this basis a respect for the rights of society will grow. The pupil is expected to observe the laws of the school, and the idea of punishment becomes associated with a failure to comply.

From this, respect for the laws of the State may be made to arise, and where the moral principle is not strong enough, a knowledge of the inevitable consequences of wrong-doing may serve to check wrong inclinations.

School-life offers to the good teacher an innumerable number of opportunities to point out the difference between right and wrong, to strengthen the pupil's will-power, render his conscience keener, and to teach the pupils to subject momentary inclinations and arbitrary impulses to the commands of duty. To awaken in the students a deep sense of the significance of this idea of their work is not the least important task of a Normal School.

In the measure that education succeeds in accomplishing this part of its functions, it grows more and more to be

THE MOST VITAL ELEMENT of the State.

The objects of the State are manifold. One of the first purposes of the body politic of the forefathers was to repel the savage, the barbarian abroad: the great purpose of the present state is to repel the savage, the barbarian within. They built palisades; we school-houses; and as the Indian is limited to narrowing tracts in the far West, so we hope to keep within narrowing limits the savage, barbarous elements of society—crime and corruption—by the help of education.

[Wausau Central Wisconsin].

Being asked concerning the Oil, Mr. A. Kickbush informed the questioner that St. Jacobs Oil had proved an excellent and most useful remedy in every family that had used it. A large majority of cases pronounced incurable have been entirely cured.

A DAILY PROGRAMME.

EACH teacher, after adopting a system of grading, should arrange a daily programme, which should be posted on the black board and strictly adhered to. He may require to modify it occasionally, but in this he must be governed by the changing circumstances of his school. That known as the California programme, which has been recommended by State Superintendent Ruffner of Virginia, contains a principle easily understood, and is, perhaps, the best. The day is to be divided into periods of different lengths, and during each period the whole school shall be engaged on one and the same subject (in their different grades) except of course any irregular pupils who are not pursuing the branch assigned to that period.

The teacher, from this principle, may easily construct a programme adapted to his school, and carry forward the work systematically and successfully.

The Unification of the People.

WE clip from an editorial in the *La. Journal of Education* the following truthful and patriotic sentiments in regard to the influence of the Public School system which we most earnestly commend to the attention of all.

"The mission of the common school is to enforce the language of the country as both a necessary and beneficent measure to promote individual and public good. All the arrangement of facts and sources of information centralize about a correct knowledge of the language of the country.

The primary lessons in reading and spelling are the common heritage of all beginners in learning. The common school is founded upon them. It is open alike to the children of the rich and the poor, gives instruction to those who are unable or unwilling to find it in any other way, and blending the different nationalities in the common lessons and speech of the class-room and the play-ground—exercises a silent but powerful influence in the formation of national character. It is difficult to see how the unification of the population of the United States could be more effectively accomplished than by multiplying agencies of this character.

THE COMMON SCHOOL.

is the defence of the people against illiteracy and its train of attendant evils. How far compulsory education can be enforced in this country is still an open question. Certain it is that the experiments thus far made in this direction have not been so successful as to encourage any sanguine hopes for the future. Yet it is

equally certain that unless an aggressive educational policy be pursued, large sections of the country will be enshrouded in the darkness of ignorance.

Voluntary education fails when the parents are indifferent to the education of their children, or are compelled by circumstances to deprive them of school privileges.

In many of our large cities there is an increasing number of vagrants of the school age, but who are outside the restraining and wholesome influences of the school-room.

The safety of the country demands that the common school shall be planted wherever there are children to be instructed, who, without beneficent influences, would grow up in ignorance. If it be not practicable to enforce compulsory education, there is the greater need for earnest, persistent and intelligent effort to secure attendance by attractive influences.

"We must educate or we perish."

"NOT CLASSICAL."

"Whoop 'em up," we fear is not exactly a "classical" expression, is it?

It is good in a political campaign, admirable perhaps in other cases too, it is very expressive. "Whoop 'em up" is the short way of saying a good deal in a little—if you say it strong enough. We did not think very much about it when an enthusiastic worker, who has left a permanent impression as a conductor of Teachers' Institutes in a half dozen States, wrote to us the other day: "That there is no one instrumentality that is doing so much to popularize this question of education as a well organized, well conducted enthusiastic Teachers' Institute, and we want you to 'whoop 'em up' in the JOURNAL." While we quite agree with our friend as to the value of Teachers' Institutes and decided to say something more of their importance, both to the teachers and the people—the letter carrier dropped in and brought us a package of letters, and the first one we opened was from Texas, from an old, tried, valued friend, a great worker, a strong, popular and very successful teacher. He writes as follows:

"I wish we could inaugurate a grand educational campaign down here in Texas. Our people are liberal, crops are good, we need to hold a large number of Teachers' Institutes with good music—popular evening addresses that will reach the people."

"I wish you would 'whoop 'em up' in the JOURNAL!"

We began to think a little more about this "whooping up" business, and decided to look into—the dictionary. There not being one handy

we took up another letter from Kansas, and it opened out with this inquiry:

"How about the Teachers' Institutes for 1881? We had probably last season the best conducted series of Institutes in Kansas ever organized West of the Mississippi River.

The fact is, there were no rooms large enough to hold the audiences for the evening lectures. They were literally mass meetings of the people and the same thing ought to be done again this year.

We want you to 'whoop 'em up' in the JOURNAL."

We rather think we shall have to do something of the kind. Will some one of these three writers, or will any one else please tell us how we can preserve the usual dreariness, dullness, stupidity and "cant" of the "Regulation Educational Journal" if we are going to "whoop 'em up" and make things lively and interesting.

INTERESTING ITEMS.

DR. ROBERT J. HILL, President of the Board of the St. Louis Public Schools gives some facts in his report of 1880, "to the people" which our readers will find to be of special interest and importance to them.

Dr. Hill says:

"The feasibility of organizing and running large schools under the management and supervision of one principal, has been established beyond a doubt, within the past few years. In a large school the classification of pupils can be so much more perfectly established, and the re-grading so much more easily made, that there is much time saved to a large number of the pupils. The patrons of our schools show their appreciation of this fact, by desiring to send their children to the larger schools.

There has been a steady increase in numbers during the past year but there has been a decrease during the year, of 57 teachers in the number employed in the day schools, exclusive of the kindergartens. The

COST OF TUITION

has been reduced from \$16.72 (the cost of tuition last year) to \$15.60 per pupil belonging; while the cost of incidentals has remained about the same as for the preceding year.

THE LIBRARY.

now contains in all 49,000 volumes, and its annual growth in circulation denotes its increase in influence upon the community. Probably the greatest general public benefit is derived through the free reading-room. This Library has been established and is maintained for the general public; and the adoption of any scheme through which the taste for good lit-

erature and the love for reading can be extended, will, in the end, benefit the Library financially, as well as result in greater good to the community.

There are in our schools hundreds of children to whom books are not accessible, owing to the pecuniary conditions of the parents. Then, too, there are many others who have no interest in general reading, and prefer to spend their spare money in frivolous outlays, or squander their time in unprofitable amusement. To promote a healthy growth in the taste for good reading, it is suggested that

ALL THE TEACHERS

of our schools interest themselves in directing the pupil as to what and how to read, and that the managers of our public Library appropriate, each year, a portion of the book fund for the purchase of a sufficient number of such books as are suited for the use of the pupils of the intermediate and higher grades of the schools. In addition to this, some means of

FREE CIRCULATION

among the pupils of our schools either through the principals, or in some other way, should be devised. The extent to which the tastes and morals of the young are being contaminated by the circulation of cheap, trashy literature, demands our serious attention, and an effort on the part of the school authorities to devise and execute some effective remedy.

It is very creditable to Dr. Hill and his associates that the result of the careful management of the affairs of the Board, has been to decrease the bonded debt by \$50,000; while, at the same time, the necessary accommodations for the usual annual increase of pupils attending, have been provided, without a general reduction of teachers salaries.

Dr. Hill believes in paying to competent and efficient teachers liberal salaries and in closing his report says "I avail myself of this opportunity to tender, in behalf of the Board, to our esteemed superintendent, Mr. W. T. Harris, who has this year severed his connection with us, to his successor, Mr. E. H. Long, to our faithful secretary, and to all the other officers, assistants, principals and teachers, the full acknowledgement for faithful, earnest and efficient work."

One County Commissioner writes, "The AMERICAN JOURNAL OF EDUCATION is so valuable and suggestive, and helpful to both school officers and teachers, that I think the Legislature ought to furnish it to every school district in the State."

We do not think the Legislature ought to furnish it, but it would prove to be a good investment of \$1, if all the teachers and educators would take it and read it.

A NEW MOVEMENT.

WE print below a most excellent and much-needed bill, which passed the last session of the General Assembly, and is now the law of the land, and likely to remain so for a good many years to come.

It was prepared by Hon. James S. Rollins, President of the Board of Curators of the State University at Columbia, and to whom the friends of education are indebted for its wise and thoughtful provisions.

It was presented in the House of Representatives by Hon. James C. McGinnis, the member from St. Louis, and carefully followed up by him to its final passage through the House and Senate, and its approval by the Governor.

It corresponds precisely with the provision of the State Constitution, Article XI., Section 6, Subject Education, and also with other sections of the same article. It invites every friend of our public school system, who has means to give to so good a cause, to add them to the public school fund of the State, the annual income of which fund is to be forever appropriated, in accordance with the instrument of writing executed by such donor, grantor, deviser or testator, and for no other purpose.

By the provisions of this bill, there is not a neighborhood or school district in the State that may not be benefited by it. A person having a few hundred or a few thousand dollars to spare, may pay it into the State treasury, where it will be safely kept and securely invested, according to the wishes of the giver, and the annual income regularly paid over to the officers of the school district and expended in establishing a library, or in prizes to meritorious pupils, or in the payment of teachers' salaries, or in useful maps, charts, and other decorations for the district school houses, or to be used as a lecture fund in paying the expenses of intelligent men and women who can spare the time, in going about and delivering lectures upon the various subjects connected with popular education in the State.

Under this law additional professorships or departments may be established in the State University; the library may be added to, additional and needed buildings erected; an art gallery provided for, permanent prizes and scholarships founded, and enlargements made in every direction to meet the increasing demands and progress of science and literature in this age of free thought and investigation, in our great and free and growing country.

Under this excellent law, for all funds given by persons for such noble

objects, the State of Missouri becomes the "custodian and trustee, and pledges itself for the safe keeping, investment, and due application of all funds, with the interest thereon, which may be deposited in the treasury in pursuance of this act."

This is an age of benevolence and enterprise, and manifesting itself especially toward educational objects, in our country; but the chief difficulty has been heretofore, with men of means thus inclined, that they did not know how to make investments, so as to know that they were safe, and that they could rely certainly upon the annual returns from the funds being appropriated for the object contemplated by them.

Under this bill, this objection is met and removed. The State comes to the aid of the citizen, receives the donation, and pledges its honor that the fund shall be safely guarded from waste, and its income sacredly appropriated according to the expressed wishes of the donor, grantor, deviser or testator.

We repeat, this bill meets a great want; it enables the people to do something in the way of education for themselves, those who are thus inclined, and meets the true aim and spirit of the constitution upon this important subject.

This law ought to be printed conspicuously in every newspaper in the State of Missouri, and in States having a similar provision in their constitutions. It would be a most excellent law for other States as well as for Missouri. The following is the bill referred to:

AN ACT

To encourage and increase the Public School Fund of the State by grant, gift or devise, as provided for in Section 6, Article 11 of the Constitution of Missouri, and to provide for its Safe and Permanent Investment.

Be it enacted by the General Assembly of the State of Missouri, as follows:

SECTION 1. It shall hereafter be lawful for any person to grant, give or devise to the Public School Fund of the State, any money, property, real or personal, choses in action of every kind and description, the same to be turned over and delivered to the Treasurer of the State, and to be disposed of by him in the manner hereinafter provided for.

SEC. 2. For any money, property or choses in action, delivered to the treasurer under this act, he shall give duplicate receipts, one of which shall be filed in the office of the Auditor of State, who shall charge the treasurer therewith.

SEC. 3. A certified copy of the instrument of writing evidencing such grant, gift or devise, shall also be delivered to the State Auditor, and duly recorded by him in his office, in a book to be kept specially for that purpose, and the original shall be re-

corded in the recorder's office of the county where said grantor, donor or deviser lives, or resided at the time of his death.

SEC. 4. Said treasurer shall, as early as practicable, dispose of the property granted, given or devised, according to the terms specified in the written instrument, granting or giving the same to the Public School Fund; and if the same be in money, or after the property is converted into money, it shall be securely invested, and sacredly preserved as a part of the "Public School Fund," as provided for by the Constitution of this State, whether the same be given for the Free Public Schools or for the benefit of the State University.

SEC. 6. In all cases where any such grant, gift, devise or bequest has been made by any person for educational purposes, in aid of, or connected with the "Free Public School System," or of the State University; and for any cause the terms of such grant, gift, devise or bequest cannot be executed or carried out, according to the terms and conditions of the same, it shall be lawful for the person or persons having the charge thereof, or holding the same in trust, or any person interested therein, to file a petition in the circuit court of the county where such grantor, donor or testator died, setting forth all the facts connected therewith; and in the discretion of the court in which said petition may be filed, an order may be made directing that the amount of such grant, gift, devise or bequest shall be turned over to the Treasurer of the State, as a part of the Public School Fund, according to the terms and conditions of this act, and securely invested, re-invested and sacredly preserved; the annual income on which fund shall be faithfully appropriated, as near as may be in meeting and carrying out the purposes and wishes of such grantor, donor, deviser or testator, according to the instrument of writing making such grant, gift, devise or bequest.

SEC. 7. The State of Missouri is hereby constituted the custodian and trustee under this act of all such funds, and pledges itself for the safe keeping, investment and due application of all funds with the interest thereon, which may be deposited in the treasury in pursuance of this act.

SEC. 8. The Auditor and Treasurer shall, in the reports required by law to be made by them to the General Assembly, from time to time, make a full report of all sums that may be made to the Public School Fund under this act, by whom made, and the precise expenditure of the annual income and growth of said fund.

Approved March 16, 1881.

Agriculture, the great source of wealth and prosperity to this country, is called both a science and an art. The former teaches why it is necessary to plow, and the latter teaches the process of plowing. The art of agriculture has reference to the planting, cultivating and taking care of crops; the science of agriculture teaches us of what they are composed and how crops and plants are built up from the forces of the soil and the atmosphere.

The effect of the art is to wear out the soil by constant cropping. The aid of science is employed to restore exhausted fields and to give a knowledge of the means to use to accomplish it.

THE BUREAU OF EDUCATION.

WE are glad to present the following interesting items on the National Board of Education gleaned from the Washington correspondent of the Cincinnati *Commercial*:

"Near the Patent Office, on G street, the door of a handsome brick edifice bears the modest sign,

"Bureau of Education."

Here is something, I said to myself, which I do not know much about. What is the Bureau of Education?

Entering the house, a fine looking, grey-haired gentleman sitting at a desk in a room opening off the hall, I learned was General John Eaton, Commissioner of Education, and Chief of the Bureau.

"What do we do?" he said. "Look over these papers which I am revising and you will get an idea. Here are statistics of education in Siam, number of schools in Egypt, facts concerning the Scholars' Savings Bank in France."

"The work that I find on my desk to-day," said General Eaton, "is entirely on

FOREIGN EDUCATION,

perhaps to-morrow it will be largely concerning our home systems and improvements. The work of the bureau is to collect facts concerning the progress of education in the whole United States, to preserve and compare these facts and to scatter the information thus gained to all who are interested. We keep here simply a 'clearing-house' for educational information.

"The language of the law creating the bureau is 'the collection and diffusion of such information as shall aid the people in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education.' The language, 'such as shall aid,' enlarges our field considerably; it brings to our notice foreign training, and whatever is good in their methods we may appropriate. The information collected is distributed through the country in the form of an

ANNUAL REPORT

which gives lists of all institutions and schools, together with classified information and statistics. We also print occasional circulars and pamphlets, which are sent to educators; we give answers to all letters written us by teachers. We have nothing to do with controlling or dictating systems

of education anywhere, nothing to do with school laws, qualifications, or procuring positions for teachers. We record and bring together the different plans and mode of operations of all states and countries.

"We are collecting a library which will contain everything printed on the subject of education. We have stored here all the latest improvements in school furniture, appliances, kindergarten tools," &c.

"Come with me and you will have a better idea of what I mean. In this room are collected all the text-books of this country and many of foreign schools."

Room after room, floor after floor we explored. In some ladies were comparing, copying, figuring; lady stenographers, specialists, linguists, sat in their book-lined rooms busy and interested; no chattering girls were seen, but persons who one and all bore refinement and intelligence in their countenances.

How strange it seemed, to see alcoves marked Japan, India, Arabia, filled with finely bound books, to see the magnificent French reports, and volumes from the distant South Seas.

One nook was given up to the Chinese. Their Object teaching, methods of computation, &c., were well illustrated. Their colored maps, with lines as fine as a hair, are the most beautiful of all the topographical work on exhibition. They show under the magnifying glass a remarkable exactness.

The exhibit of the Japanese is extensive and interesting. On the occasion of the visit of the Japanese Embassy to America, a delegation came every day, with an interpreter, to the headquarters of the Educational Department and studied, interrogated and compared in a very thorough way; the result of that study has been seen in quite marked improvement and revision of their entire school system. General Eaton says that a short time ago he received a very pleasant letter from the new Japanese Commissioner of Education, asking for the aid and friendship which his predecessor obtained and so highly valued.

But I was especially interested in photographs of the

INDIAN STUDENTS

at Carlisle Barracks. In one frame were the pictures of these savages when brought to the Barracks; in another the same children in school uniform a few months after—the boys with neatly shingled heads and semi-military suits—the girls in tidy frocks and braided hair.

There was one picture in this group which did not find the tears far away as the guide told the story. The father, an Indian chief, came to visit

his little girl. He was so pleased with her knowledge and appearance that he went to the stores with her and bought the finest things money could procure. Silk stockings, dainty little slippers, white dress, blue sash ribbon, gold necklace and locket. After the teachers had arrayed the small princess in her new things, the father wanted

HER PHOTOGRAPH.

She wanted his picture, also. He answered that she would be ashamed of him in his old blanket. But here is her answer smiling from these Washington walls. The father, sitting erect in feathers and blanket, but with one braceleted arm folded about a little girl about eight or ten years—

A LITTLE GIRL.

with long, crimped hair hanging over her shoulders, and soft bangs shading her dusky eyes. She wears a white dress with as delicate lace ruffles as the fondest mother could fashion. The frock only reaches to the knees, and the shapely limbs and slippered feet are crossed with as careless grace as ever a white child showed. On her neck is the golden circlet and the locket. One arm is put tightly around the proud

OLD CHIEFTAIN'S

neck, and her cheek is laid against his dark-seamed visage. The dainty daughter is one that any of us could be proud to call our own. The true little heart, that shrinks not from the paint or the uncouth dress, the clinging arms, the bright face, are treasures which the red man of the forest exults in, as he looks at us from the drooping shadow of his warriors' crest.

This letter does not pretend to exhaust the subject of the Bureau. It is preliminary to a more careful article. When I left, General Eaton handed me the last bound report of over seven hundred pages, and a pile of pamphlets, called

CIRCULARS OF INFORMATION

on Legal Rights of Children, Proceedings of the National Educational Association at its meeting in Washington, D. C., February 18, 1880; College Libraries as Aids to Instruction, English Rural Schools, Rural School Architecture, The History, Work and Limitations of the Bureau of Education, Educational Tours in France, Industrial Education in Europe, the Indian School at Carlisle Barracks, Progress of Western Education in China and Japan, Medical Colleges in the United States,

THEORY OF EDUCATION.

in the United States of America, Vaccination Colonies for Sickly School Children, Testimony of Education as to the value of the Bureau of Education, etc.

Of the power and work of this quiet, and smoothly-running department of our Government, we, as a people, are almost entirely ignorant. In the office there hangs an exquisitely engraved testimonial awarded the Bureau of Education at the Vienna Exposition in 1873, for "distinguished services in the cause of education, and for important contributions to the Exposition." At that fair our country school system, appliances, methods, &c., carried off forty-eight premiums and four diplomas of honor.

GENERAL GARFIELD.

introduced the bill in the House of Representatives providing for the establishment of the National Bureau of Education in 1867.

LINCOLN INSTITUTE.

GENERAL ARMSTRONG, Principal of the Industrial and Normal School at Hampton, Va., in a recent address in Springfield, Mass., told some truths that have an application here in Missouri.

Lincoln Institute at Jefferson City for the education of teachers has an able faculty a wise, careful, judicious board of trustees and there ought to be two or three hundred students there. The faculty are abundantly able to give the best possible instruction to large classes. The Legislature appropriated \$5,000 at its last session to build "dormitories" so as to furnish room near the Institute for the pupils expected, and for the pupils we hope to meet there next year.

In addition to this \$5,000 for dormitories, other liberal appropriations were made, so as to secure not only the best teaching talent, but to provide for the teachers and pupils all the apparatus necessary to illustrate fully every branch of study in the advanced curriculum of this noble institution.

It seems specially important that every possible effort be made to lay before the people of the State the facilities afforded by Lincoln Institute to fully and thoroughly equip all who desire to prepare themselves for teaching.

There is a great and pressing demand for better qualified teachers, not only in the white but in the colored schools of the State, and both the Legislature and the board of trustees have with wise and liberal forethought thoroughly equipped this school to do this needed work.

We are sure if its faculty and equipment and the work already done were as well known as they ought to be, from three to five hundred students would be and could be trained there to very great advantage to themselves and their friends, as well as to the State at large.

General Armstrong said "you may be surprised, but the fact is that one of the great obstacles to the success of our graduates is not the white opposition, but the opposition of the old colored preachers, men without education, wedded to a religion which largely consists of sensuous excitement. When one of our teachers goes into the Sabbath-school as they are taught to do, they are quite likely to take more decided ground against lying and stealing than the old minister who was brought up to 'revivals,' and a struggle for influence ensues, in which the old dispensation holds that 'education is taking that young man to hell.'"

We have heard it more than hinted that a great many preachers are jealous of the influence and culture and power of the pupils in Lincoln Institute.

Is it so? If it is so it is the best evidence yet given of the good it is doing, and of the importance of extending its influence and multiplying its members.

Yes, of course we should like to publish the account of your closing exhibition and we thank you for sending it in. It is well written and the list of names deserved the honorable mention given them, but, the people where this work has been done in re-engaging you at an advanced salary and in voting to make the next session of the school ten months instead of four set a lasting and permanent seal of approbation on the value of your services worth a thousand fold more than mere newspaper "puffs"! They not only help you by this action but they help others to make our school system a success by holding on to competent teachers and by paying them so promptly and liberally as to enable them to prepare for higher work and better service.

Times are better. The children feel it, and the parents feel it too.

Our teachers who have done a noble and permanent work for scores of children, made them better and stronger and more intelligent in every way—ought by all means to share in this new prosperity. Wages should be more liberal, so they can procure books—so they can travel and bring back new ideas, new methods, new plans and larger views of their own work in the school, and the work of the pupils. Let us do full justice to these faithful workers.

—The new catalogue shows an attendance of over 500 at the Kirksville, Mo., State Normal School. President Baldwin promises to send this beautiful catalogue to all applicants.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS, }
NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

WE have been hard at work, say our teachers—with the best of results too—for the past session of our schools. Six months school has been more generally and generously voted this year than a school for three months—ordinarily. Good work tells everywhere. We rejoice in this universal testimony given in letters received from all directions of the progress made by pupils and satisfaction given by teachers.

A GOOD SHOWING

THE Normal College in Nashville, which opened less than five years ago with fourteen students only, has, during this period, had upon its roll-book the names of nearly five hundred persons, a large portion of them being from Tennessee, many of whom are now carrying the benefits of the instruction and training they have received, all over the State.

What the college will become, and what it shall be able to do for the people of the State in coming half-decades, will largely depend upon the appreciation of its advantages exhibited by our citizens.

It may be proper to say, as I have done in some former reports, that tuition is entirely free to all who in good faith propose to make teaching a profession. If now, in addition to what may be asked for as a generous appropriation, the State would appropriate a small sum to be expended in mileage for the benefit of students living remote from Nashville, the advantages of the college would be equalized, and every part of the State would be benefited.

EBEN S. STEARNS,
Chancellor University of Nashville,
and Pres't State Normal College.

Mr. Henry Mason backs up the following statement with his money. He says, "I think the *AMERICAN JOURNAL OF EDUCATION* the foremost, in its helpful, practical matter, among Educational periodicals in this country. School officers and the people generally ought to have it—as well as all our teachers. Send it right along for a year for the enclosed subscription."

In concluding his most admirable and able report for the year 1881, Hon. Leon Trousdale says:

"I feel that it is but due to the great body of teachers of the State, both of Universities and Public Schools, to many of the City and County Superintendents of schools, to the press of all parties and to school officers, to make public acknowledgement for steady support and uniform courtesy, extended during the great and arduous work in which I have been engaged for nearly six years, with a zeal and conscientious devotion to duty which I have the satisfaction of knowing has made a permanent impression upon the educational destiny and history of the State, mainly through the efficient co-operation of this noble band of workers in the cause next in sacredness and in social, individual and political influence, to religion itself."

EVERY good school strengthens and tones up the system. Every competent, skilled, efficient teacher carries weight and conviction and gives dignity to the profession.

This skill and competency and ability requires a constant outlay for books, for papers, for travel, for correspondence and contact with the leading men and women of the profession. One must not only know what the best methods are—but must know how to apply and adjust them. They must be able to rise out of, and above, the routine teaching—the machine teaching and be to their pupils not only an inspiration, but an overflowing fountain of good cheer and good feeling and healthy vigorous mental action. These elements of success do not come from a starved body—a cramped and dwarfed mind, a lean, hungry, collapsed purse! Above all things in these prosperous times, the people should provide liberally for the schools and the teachers.

Life is propagation. The perfect thing, from the Spirit of God downward, sends itself onward; not its work only, but its life. For making a man accurate, there is nothing like having to impart what he possesses. One learns more by trying to teach what one thinks he knows, than by trying to learn what one is sure he does not know.

WHAT IT WILL DO.

IT is with pleasure that we call the attention of our teachers and school officers to the following conclusions on the

ADVANTAGES OF APPARATUS,
as stated some years ago by Horace Mann.

MAXIM I.—WHAT IS SEEN IS BEST UNDERSTOOD.

Apparatus, teaching by the eye, and giving more definite and correct impressions than can possibly be conveyed by language, is the best means for making the sciences well understood.

MAXIM II.—WHAT IS UNDERSTOOD INTERESTS.

Hence, apparatus increases a love of learning, of books, and of schools; promotes industry and good order in pupils, and secures their continued improvement after closing their school education.

MAXIM III.—WHAT INTERESTS, IS BEST REMEMBERED.

The knowledge acquired by the aid of apparatus will be permanent. It does not depend on the memory of certain words, which, when learned, convey no clear conception of what they were designed to teach; but the pupil, having seen, understood, and been interested in the matter taught, will retain it vivid and distinct during life.

MAXIM IV.—PRINCIPLES ARE BETTER THAN RULES.

By giving the principle,—i. e. the reason of the rule—instead of the rule, apparatus imparts knowledge in place of mere information.

What the mind thus acquires is not inert, like a collection of dates and statistics, but a living power, suggesting thought, leading to investigation, analysis and combination of principles and powers, and to consequent invention.

On the foregoing it is easy to base MAXIM V.—ILLUSTRATION IS THE BASIS OF SUCCESSFUL TEACHING.

The abundance of one's intellectual knowledge, and the degree of his mental improvement, will depend somewhat on the number of his ideas of sense, but more on the distinctness with which the mind perceives them.

It is well known that the ideas of some of the senses are more distinct than those of others.

There is a greater probability of getting access to a child's mind through the eye than through either of the other perceiving organs.

It must be evident from these remarks, that it is exceedingly important for teachers, while they explain a matter to their pupils by words that fall on the ear, to present it at the same time to the eye. The fact that teaching by

VISIBLE ILLUSTRATION

is so strictly in accordance with the established principles of intellectual philosophy, and whenever used, has always been beneficial, recommends it to the attention and practice of every teacher of common schools.

There is another point where, as it seems to me, a united effort among the friends of education would, in certain branches of instruction,

INCREASE TEN-FOLD

the efficiency of our common schools. I mean the use of some simple apparatus so as to employ the eye more than the ear in the acquisition of knowledge.

The mind often acquires, by a glance of the eye, what volumes of books and months of study could not reveal so livingly through the ear. Everything that comes through the eye, too, has a vividness, a clear outline, a just collocation of parts, each in its proper place, which the other senses can never communicate. Ideas or impressions acquired through vision are long-lived.

At a late session of the Massachusetts Legislature, a law was enacted authorizing school districts to raise money for the purchase of apparatus and common school libraries for the use of the children, to be expended in sums not exceeding thirty dollars for the first year, and ten dollars for any succeeding year. Trifling as this may appear, yet I regard the law as hardly second in importance to any which has been passed since the year 1647, when common schools were established."

THE DIFFERENCE.

HON. J. L. DENTON of Arkansas, puts the case as follows in a few brilliant paragraphs, in his last report. He says:

"The difference between intelligence and ignorance, is the difference between a naked savage gliding out of the mouth of the Mississippi river in a bark canoe, with no thought above food for the next meal, and Captain Eads plowing out the mouth of the Father of Waters, and inviting naval monsters from other shores to float into the port of New Orleans. It is the difference between picking the seed from cotton with the fingers, at the rate of four pounds of fiber per day, and ginning thousands of pounds by machinery.

The present is the most brilliant epoch in the world's history.

The obedient lightning obeys the behests of the human will, and flashes messages under the ocean and around the world. Time and space are annihilated. Mountains and rivers are no longer barriers to travel.

Eight thousand newspapers are in

circulation in the United States. The ponderous cylinder of one of the large metropolitan papers rolls off twenty miles of printed matter daily. Locomotives are doing the work of 32,000,000 horses.

In an age of such wonderful activity and progress, no State can stand still and escape disgrace and loss.

Arkansas is before the world. The report from the educational department is called for in every part of the Union, and many copies are sent to Europe.

At the last Paris Exposition, the exhibit of educational expenditures in this State was translated into 21 languages. What is being done for the rising generation is known abroad.

The horizon of the State was never so wide and luminous. The free school system is steadily interlacing its fibers about the popular heart, and fortifying itself in public confidence. The conviction is becoming sharper and more controlling every day, that the common school is "the people's university of American citizenship."

EDUCATION FOR ALL

is becoming the watchword of the people. Men of intelligence and station are lending their sympathy, eloquence and liberality to the furtherance of the great movement. They see the only avenue to an honorable and prosperous career for the State.

Public journalists are indefatigable and pronounced in their advocacy of universal education. They know that their position is impregnable.

The best advertisement a State can have is an efficient free school system. A State that slumbers over

THIS VITAL INTEREST

perpetrates an unpardonable outrage on the rising generation, ignores the verdict of all civilized peoples, retards the march of improvement, and illustrates the folly of trying to foster the vigorous life of the present under the dead skin of the past.

The astonishing increase of population in

KANSAS

is largely due to the brick school-houses that dot the State.

Any inquiries in regard to a country, that stop short of public provision for educating its people, fail to probe the core of the matter.

Climate, soil, products, rivers and railroads enter into every careful estimate of a country's advantages; but the intelligence and morality of the inhabitants are never overlooked—they outweigh the richest resources of nature. A rigorous climate and barren soil, with knowledge and virtue, are worth more than mild skies and fertile acres, with ignorance and lawlessness.

Free education is woven into the very texture of civilization. This is

NO NEW DOCTRINE.

John Adams said, "The whole people must take upon themselves the education of the whole people, and must pay the expense of it."

Daniel Webster said: "I have been familiar with the free schools of New England for fifty years. To them I owe my own early training. I can form no conception how our free institutions can be preserved, without the education of the masses by public law."

Lord Macaulay, in 1847, gave the subject a masterly exposition and vindication before the House of Commons. He used the following language on that occasion: "Educate the people, was the first admonition addressed by Penn to the commonwealth he founded;

EDUCATE THE PEOPLE,

was the last legacy of Washington; educate the people was the unceasing exhortation of Jefferson."

Victor Hugo says: "Youth is the future. You teach the youth, you prepare the future. This preparation is necessary to make the man of to-morrow."

Taking Things for Granted.

BY ANNA C. BRACKETT.

IT is currently reported that at a certain club meeting in Boston, some visitor remarked on the fact that the proceedings had not been opened with prayer, and that there had not been any formal recognition of the existence of a God made by any one of the speakers. At this one of the oldest members, a well known and highly respected clergyman of Boston quietly answered, "We take some things for granted," and went on with what he had to say on the topic of the day. The reply, pertinent as it was at the time, is full of suggestions for other times and places. The silence which is silence because some things are taken for granted, is oftentimes more eloquent than the speech which makes loud and repeated protestations. This fact may be the origin of the proverb, "Speech is silver, but silence is golden," and also of the other equally good that "Actions speak louder than words."

But to apply the thought to our work of teaching, there is a great deal of wisdom in "taking some things for granted."

I am not thinking now of discipline, though the teacher who quietly takes it for granted that he is to have order and quiet in his room, is almost sure to have it.

But in the real business of a teacher's life, which is instruction, one of the best ways to insure that the class shall understand and know a princi-

ple is to take it for granted that they do know it, and proceed accordingly. I do not mean to let the subject go, and conclude that it is understood; but I do mean to talk about it and around it as if there were no question about its being understood.

To illustrate: A class of children are studying Latin and have reached the conjugation of the verb. At this point, most grammars and many teachers give an exhaustive lesson on the different conjugations, the idea of the verb, the kinds of verbs, the two voices, the modes, tenses, persons and numbers. Now, no child can grasp such a mass of subtle distinctions. The words fall fruitless upon his mind, for he has no rules by which to illustrate their meaning. All he knows is, when the teacher has finished, that the verb is a terribly difficult and complicated thing, and he begins to work on it with this feeling. But we should never allow a class to think that any such thing is difficult at all. In not allowing this often consists success.

Now suppose, instead of saying anything about the verb specially, except calling their attention to the fact which they all know, that there are three and only three possible times in which we can perform an action, viz: The past, the present and the future, we go to work directly at the verb itself. We need not be afraid to use terms that are new to the class. The more we use them the better, especially if we use them with the air of being entirely understood. It is far better to use new terms than to explain them. This is a golden maxim which every teacher should keep constantly before his mind. Every time we use them it may be in a new connection or a new setting. Any skillful teacher knows how to do this. In this way the meaning of the term will gradually filter down into the mind of the pupil till before he thinks of it himself he will be using the terms, Indicative Mode, Present Perfect Tense, &c., and knowing what he is talking about.

I do not mean to say if these pupils were set down with pen and paper and asked to write a definition on the words, Mode and Tense, that they would make 96 per cent. on such an examination. They would be more pleased if they were asked for such definitions. But for that I do not care at all. They know what they are used for and when to use them, and bye and bye they may be able to frame a definition if such a thing becomes necessary to their educational salvation.

And they have not been frightened. It has never occurred to them that the verb is so terrible a thing.

It is foolish, if your horse is timid, to force him up to a huge wagon covered with a white cloth. Better turn his head away and let him ignore its existence till he has passed it. He may never meet another, and why impress the terrible object on his memory?

Why begin with verbs by convincing the child that he cannot understand them? As to set definitions, it is always better if a child does not understand a word, to embody that word in a dozen different sentences for him, than to give him a definition—for a word is like a solid and not like a surface. It needs to be presented in many different lights. Then we get an idea of its real significance. But to give a definition is to give only one of its many sides and hence to give a false idea. A set definition is as unfair to a word as a photograph is to a face. But to return to our text. Let us "Take some things for granted," and both we and our pupils will have a pleasanter time. Such treatment keeps the mind of the pupil in a receptive state. New ideas penetrate and take firm root. While the sudden attempt to drive them in often hardens the soil and produces a resistance which all our efforts afterwards may be unable to overcome.

The teachers press on quietly and effectively with their work, showing good results and winning their way to the hearts of the people, and the confidence and respect of our school officers. A very much larger number of teachers have already been re-engaged than ever before so early in the season.

This is well.

The teachers can now take the pupils right along, and accomplish almost as much again the next six months as they have done the previous session.

A worthy Quaker thus wrote: "I expect to pass through this world but once. If, therefore, there is any kindness I can show, or any good thing I can do to any fellow-being, let me do it now. Let me not defer nor neglect it, for I shall not pass this way again."

Grumblers make poor scholars, and their lessons are uniformly "hard and too long." The time and thought expended in shirking would be ample to master their tasks. Sloth, gormandizing and worry kill their thousands where over-study, or overwork harms one.

[Mt. Clemens (Mich.) True Record].

W. T. Lee, Esq., of this paper says: Being convinced of the efficacy of St. Jacobs Oil in curing rheumatism, I have no hesitancy in recommending it.

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a Journal which has already done and is still doing so much for the promotion of education in the South and Southwest.

J. M. BARROW.

AVOID IT.

THE *Marksville Review* (La.) shows how school officers can avoid "a grave and serious blunder," and we commend to all school boards of the country, the following eminently wise hints on the proper qualifications of teachers of the public schools of the state. The opinion which it seeks to correct has been too often expressed by hundreds of parents who innocently ignore the true interests of their children:

KNOW ENOUGH!

We often hear parents and school officers in speaking of teachers for their children, say of such and such a person, "He knows enough to teach our children" or "He knows enough to teach the children in our school; they are not far advanced." Let us look at the fallacy of this position—By a parity of reasoning, the man who merely knows his letters is competent to take charge of a school where the children have not yet learned their alphabet. It is in our opinion a very serious question whether inferior teachers, those with exceedingly limited education, are not worse than no teachers at all. It is very difficult to unlearn what we have learned amiss. To measure the capacity required of a teacher by the advancement of his pupils is a common, but a *very grave and serious blunder*. Let this principle be carried out to its logical result, then will education, enlightenment, progress, and civilization be banished from the land and ignorance reign supreme. He does not know enough to teach your children unless he knows well and thoroughly what it will require them

years to attain under a competent instructor and by diligent study. To the winds with any such doctrine, any such idea—"He knows enough to teach our children." Have some higher standard by which to select your teachers than the ignorance and inexperience of young children.

EDUCATE THE LABORER.

SO far this has been a hard year with all classes in Mississippi; especially with the poorer farm laborers.

The failure of the crops during the past year, resulting from unfavorable seasons is the cause of it. If it rains a little too much or not quite enough, a failure in a crop of corn and cotton invariably follows. This is owing to our unskilled and ignorant labor. Our laborers are physically strong and willing to work, but being ignorant and uneducated know not how to direct their efforts so as to accomplish the best results. Unless we educate them, the past fifteen years of alternate success and failure plainly tell us we can never hope for any permanent prosperity in Mississippi. Were our farm laborers educated, intelligent men, men who knew how to cultivate our rich soil to the best advantage, so that whether the seasons are favorable or unfavorable good crops shall be realized, this would soon become the wealthiest state in the Union.

Then and only then will our fertile lands yield the full increase and bring wealth and prosperity to the people.

Intellectual cultivation not only incites to greater effort, but so directs that effort as to greatly increase its productiveness.

PRACTICAL SUGGESTIONS.

HERETOFORE there has not been sufficient attention given to writing in our district schools, which should be remedied at once, and principally in the following manner:

Teach the child to write in script the words as it learns to spell and read, for spelling, reading and writing should proceed together.

When a word is taught to the eye it is but partially taught, until reproduced by the hand. First furnish the child with slate or paper, on which he is to write all his spelling and reading lessons. Have him place his pencil between the thumb and first and second fingers, and rest it below the knuckle joint, so as not to be too near a perpendicular position. This is also the proper position for holding the pen.

The teacher should then write all the letters, capital and small, on the blackboard, where they should re-

main during the entire session, as reference for both pupil and teacher. In the absence of a board, the teacher should write the alphabet on a slip of paper for each child. The teacher should instruct the child when to use a capital, and point to it on the board; also show how to connect letters, at first in short words of two, three and four letters. Then, as the child begins to read, teach him how to space the words, and so continue until he is familiar with the forms of the letters, use of capitals, and spacing of words.

The child should write each spelling or reading lesson before coming up to recite, and the teacher should carefully examine the writing, as well as the spelling or reading. If this instruction is closely followed out until the child has advanced far enough, or is large enough to be placed at a desk, he will have obtained a good start in his writing.

Any child large enough to OCCUPY A DESK

is also large enough to write with pen and ink. In writing with pencil and without a desk, the hand was inclined to turn over on the right side. This must be remedied now, and that by having the second joint of the thumb incline very close to the paper; also by remembering to have the pen-holder to drop below the knuckle joint of the first finger. This will cause the pen to slide more smoothly over the paper, making it less liable to stick in the paper and spatter the ink.

Incline the left side of the body very slightly toward the desk, letting the left hand rest on the top of the paper to keep it from moving. This position also places the weight of the body on the left arm, which leaves the right arm free for use, with only its own weight on the desk—the right arm, just in advance of the elbow, resting on the edge of the desk, the wrist off the paper, the hand sliding on the third and fourth fingers.

LET it be remembered that the people want their children educated. Ignorance and poverty and crime go hand in hand.

Parents desire their children to have a fair chance, and the only way to secure this is to give them a good practical common school education, and no class or party can succeed that ignores or hinders this first and fundamental right of American citizenship.

Our teachers have done more work and better work the past season than ever before.

This has put the schools into better favor with the people and the tax payers. It is cheaper to educate

than to punish—to train the young to right habits than to restrain from evil. Keep up the schools.

AN ABSOLUTE NECESSITY.

THE *Pine Bluff Eagle*, in a late issue says:

"A first-class Normal School is an absolute necessity to the successful working of a public school system.

Normal is derived from *norma*—a method. Given a teacher with sufficient brains and industry to master text-books, and all he needs is a good method in the various branches.

Beyond question, the teachers in our private and public schools hold positions of the highest importance. If every teacher in Arkansas, and in all the other States, realized the dignity of the throne he occupies, from which an influence may permeate the remotest channels of society, an awakened impulse would be given to the cause of education.

It is an occasion of sad reflection that some of our States are so slow to strike at the root of a sound and successful scheme of popular education. We shall have more to say hereafter on all phases of education. We call the attention of our readers to the above special topic.

The foundation of a good school system consists in having live, enthusiastic teachers. We need, above all things, broad-minded men and women, who shall be students themselves, and be able to teach others how to study.

What a grand opportunity our teachers have to make good citizens!

HISTORY

can be so taught as to afford a real relief from the difficult studies. And then the far-reaching consequences that might ensue, of good to the individual—real good to the country at large.

As an illustration, we will now show what we conceive to be a rational and patriotic method of teaching this important branch. Suppose we have for a topic the settlement of the Colonies. Before us there is a class of twenty, equally divided between girls and boys—average age of fourteen. Massachusetts leads the northern and Virginia the southern column of Colonies.

Now a sectional bigot would at once open his vials of wrath on one side or the other of Mason and Dixon's line. But the patriotic instructor would tell the excellencies of both Cavalier and Puritan; depict the situation and circumstances; hint in a gentle, forgiving tone at the faults of each, and exhort the class to grow up with the idea that we can live together if we will. In this way, it will be an easy matter to arouse the historical interest, and instill such

principles in the minds of the young as would bear fruit in after days.

The idea should be constantly held up before our youth that a blending of the excellencies of what some call the two civilizations, the one commencing at Jamestown and the other at Plymouth, would present a grand crystallized national character.

Point the young, impressible mind to the unrolled

MAP OF OUR COUNTRY,

and tell him with pride that it extends from North to South, from East to West, farther than the Roman Empire in the very height of her glory.

The spirit and the method of doing this are everything. Pursued in this manner, it becomes a study of incalculable importance in forming good citizens.

In this point of view, the body of teachers throughout the South, especially, rises in the scale of influence. The dying waves of sectional bitterness can be entirely stayed if the teachers of the South, throwing aside pique and passion, shall realize what factors they may become in causing the Southland to rise, Phoenix-like, from its ashes.

A NEW ERA.

HON. R. M. LUSHER, who has been long and honorably identified with the educational interests of Louisiana, in the last issue of the *Louisiana Journal of Education* indicates how our teachers, by their work—devotion and wisdom are helping to “Strengthen the foundations of society. He says “at a time when the mercantile and commercial resources of this great city, New Orleans are being developed as never before; when mighty railroads are converging at this point; when new facilities for transportation are bearing upon our river the grain of the west; when our wharves are lined with a larger, costlier and more extensive marine than ever was dreamed of in the palmiest days of the past; when our merchants are organizing new societies and strengthening old ones for the protection and enlargement of trade—while all these evidences of progress are seen, this newly awakened force and energy must not only be expended in securing striking results, but exercised in strengthening the foundations of society.

THE CHILDREN.

must be educated in intelligence, in honesty, morality and the practical forms of industry, so that the generation which is to follow may be worthy of the great trust committed to their hands.

To be happy, contented and truly prosperous, our progress in the education of the whole people must keep

step with the advancement in material wealth. Luxury founded upon ignorance is a reproach. Noble monuments teach a bitter lesson when their shadows fall upon homes of squalid poverty or gilded sin. Wealth which is accumulated and enjoyed only by a few, while in the lower classes ignorance and vice abound, brings no true riches to the state.

ENGLISH CLASSICS.

Editors American Journal of Education:

TWO years ago we introduced into our course of study, as an optional substitute for Greek, various English Classics, among them Chaucer, Shakespeare, Milton, Pope, and other later writers. About one-half choose this instead of Greek, and the result is very satisfactory so far,

While we fully appreciate the advantages to be derived from the study of the ancient languages, we believe that a thorough knowledge of English Classics, not such as is usually gained by a three months' study of some text book on English Literature, but such as is gained by a three or four years' course of reading, criticism and committing to memory, will do more to stimulate the intellect, to give food for thought and language for expression than the same amount of study on Greek.

In our opinion a wisely arranged course of English Classics may be safely substituted for the usual course of Greek in any of our American colleges.

R. E. BISBEE.

ATLANTA, Ga., May 20, 1881.

NOTES OF PROGRESS.

HON. J. L. DENTON sends a clarion note ringing all through the Southwest, showing the people of Arkansas, Texas, Louisiana and Mississippi the direct advantages of an adequate system of public school education. He says the fact that a

GOOD SCHOOL SYSTEM

attracts immigration is no longer debatable.

The numerous letters that flood this office from other States, requesting full information in regard to public schools, show the lively interest felt by people outside the State in this subject. Railroad officials and real estate agents receive numberless letters of inquiry in regard to this State, and great stress is invariably placed on facilities for public education.

The American people have made up their verdict on this subject, and will shun any State that is lukewarm in supporting free schools. So fully is this recognized in Texas, that the Secretary of the Board of Education visited St. Louis, Boston, New York and other cities several months since, delivering addresses for the purpose

of removing the suspicion that that State was unfriendly to popular education. The growing school interest of Arkansas is playing no unimportant part in attracting thrifty and enterprising immigrants. He pays

THE TEACHERS

of Arkansas the following deserved compliment:

It has been my duty as well as my pleasure, to meet teachers in all parts of the State, and I bear cheerful testimony to the fact that I have found them a noble and self-sacrificing band of workers. Everywhere I have found them ready to assist in educational work, and eager to embrace every opportunity for professional improvement. I confess my large indebtedness to them for their valuable services in the decisive educational campaign that has signalized the years 1879 and 1880.

He further says that

PUBLIC SENTIMENT

is no longer feeble and wavering in Arkansas. Ignorance has but few champions, and they are becoming fewer every day. The masses are on the side of progress and development, and look with distrust on men who talk of paralyzing our system of free instruction. Opposition is practically impotent.

Human fossils who advocate the petrifying policy of standing still, hear their doom in the heavy tramp of events. Men who try to defeat the State in preparing the rising generation for

INTELLIGENT CITIZENSHIP, waste their breath and advertise their folly. Failure to educate the children is the voluntary suicide of the State. Education by public law, is ‘imbedded in the foundation and mortised into the frame-work of the State government.’ The State will be true to herself.

THE PRESS.

The public journals of the State have not faltered in their support of universal education.

When the system was violently assailed, and apprehensions were felt for its safety, they came to the rescue fearlessly, and by their unanswerable arguments, well-timed advice and blistering rebukes, helped to allay the madness of the hour. They have been kind in publishing official information from this department, and lengthy proceedings of educational meetings.

They have reported the successive stages of progress in schools, school houses and public interest. They hold aloft the torch-light of advanced ideas, and proclaim the school house ‘the temple of liberty and the shrine of law and order.’

SEND ten cents if you want to see sample copies of this journal.

EXCERPTS.

WE make a few extracts from the address of Hon. Chas. P. Johnson, delivered on the occasion of the annual meeting of the Missouri Press Association, at Jefferson City, May 10th, 1881.

We commence with his observations on the character and influence of the press of America:

“We now number near 50,000,000 of people, and in all cities and towns newspapers are published. Every day millions of them are scattered among the people. They tell of the onward and upward march of a great, free, happy and prosperous people; of public and private virtues; of noble deeds of philanthropy and charity; of vast enterprises carried through or projected; of the triumphs of intellect; of

THE ADVANCE OF EDUCATION;

of good and heroic deeds performed by men and women. And how, after all, the newspaper likes to herald the good and heroic acts of men in the every-day walks of life.

It is this kind of news which makes the most lasting impression and teaches most. In the gloom and horror of that night of death and destruction, when the fire-wrapped Southern crumbled beneath the demon's touch, how grandly stood forth the acts of Toole and his companions, and how thrilled the heart-strings of the nation at the recital made in every paper in the land.

In the devastation of pestilence, when

GRENADA

became a charnel house of the rotting dead, do you remember that heroic young man Redding, who stood at his telegraph box day after day to send for and receive succor from more favored parts of the land?

How the news item from that town was looked for every morning. How we strained to catch the click, click, of that devoted youth. And for many days it came,

Click, click,
‘Tis the only hope where the dead are thick,
Where the living, striven by the plague's hot breath,
Are sown with the ripening seeds of death,
Still the hero-boy at his key-board stands,
With his stout young heart and his busy hands,
And many a far off city feels
The thrill of the wire and its mute appeals,
And hands are stretched from the East and West
Their upward palms with a blessing blest,
As it comes to those who meet their doom,
Like scorched leaves struck by the hot moon.

Then one morning there came a click, click; we all listened. It was sent by a strange hand. The hero was dead. Not an exhibition of this exalted spirit occurs in the land but the newspaper likes to herald it. And you find items about its exhibition in some locality almost every day, and among all classes. On ocean, river and rail; in the rush of the flood and

the crackling of fire; in county, town and city.

THE PRESS,

therefore, after all, is not only the recorder of the acts of man, but it is also simply the reflector of his opinions. The benefits of the press have been reciprocal. As man is advanced, the press improves, and in return still further advances man.

But there are after all a great many diverse, varied and antagonistic opinions among men. They are colored by individual character, local prejudices and surrounding circumstances. The newspaper brings these various opinions home to each and every person. Each and every person reads his own opinion and that of every other person. There are three conditions of mind in the intelligent, paper-reading citizen. They originate in reading things that he believes, things that he does not believe, and things that he does not know whether to believe or not.

In this constant attrition grows up an inter-dependence of judgment, and he finds himself frequently going through this mental experience, viz: That the things believed true are untrue, that the things believed untrue are true, and on the other proposition we will leave him still in doubt.

THE EDITOR

is a wide observer, a close student of human nature, and that always enlarges one's mind and improves one's heart. He is a pretty fair type of the American. He believes in work, and, abstractly at least, in all the virtues. He takes things philosophically, and is rather inclined to be, as he ought to be, tolerant. He has faith in man, faith in right, and faith in God.

The slough of despond he avoids, and warns others from it. His loves are strong, his friendships firm and his dislikes equally so. He has his faults, his follies, his foibles and his prejudices. I shall not analyse them nor will I dwell upon the faults of the newspaper. In looking at a painting of genius typifying an immortal idea, it grates harshly on the ear to have noble reflections inspired marred by the querulous critic of detail and formality. So with my subject today. In the light of magnificent achievements and possibilities I cannot stop to point to and expatiate on insignificant faults that time will correct. But about the editor, again. He is usually independent and always fearless. He has his ideas on every subject, from the manner of slaughtering a beef, killing a dog or hanging a culprit, to commanding an army, selecting a President or governing a nation. He is just and fair in everything except politics."

Good Books for our Children.

GRAY'S ELEGY depicts in plaintive strains the woes of the poor in want of books, as follows:

"But knowledge to their eyes her ample page,
Rich with the spoils of time did ne'er unroll;
Chill penury repressed their nobler rage,
And froze the genial current of the soul."

St. Louis is warm, genial, and Summer-like towards her children, as witness the following extract from Report on Public Schools for 1878:

"The Public School Library has extended its influence far beyond the limits of the schools, and has become a source of culture for the city at large. It is kept open every day, Sunday included, for 12 hours, from 10 o'clock in the morning, until 10 in the evening. The number of volumes belonging to it in 1878, including duplicates, was 42,315, besides 6,629 unbound pamphlets. During the year 3,687 volumes were added, and there was an increase of 25 per cent. in the issue of books."

Well done! Go, and do ye likewise, all cities, and towns, and villages through all the Union, and the dark places shall be filled with light in three generations.

Do likewise, in spirit and prudence, and power, as the means may permit, in proportion as children are worth more than colts, or calves, or pigs. The school year will soon be gone.

See! Wyoming wheels into line, the young Territory that aspires to the honors and benefits of the sovereign state for her new generation. From the reports for 1875 and 1877, we present the facts: "Number of pupils enrolled in 1876, 1,690, an increase of 468 on 1875; school-houses 21; teachers 48."

"Districts may vote taxes for buildings and other expenses, including \$100 annually for a District Library."

"In addition to the Territorial Library, there are in Cheyenne, in Laramie, and in Evanston, excellent beginnings of libraries. These places also contain reading rooms of an attractive character connected with the libraries."

Well done, young Wyoming! knowledge is power. Knowledge will be the illumination of her valleys, hills and mountains, from the earliest settlement. Settlers from Eastern States will be drawn there as to a delightful home, and will "make the solitary place glad, the wilderness blossom like the rose."

Colorado is a worthy compeer, for, by the report of Superintendent Shattuck for 1878, it appears that

"An increase of 80 per cent. in the number of volumes in school libraries is noted with pleasure, for the library, 'the university of the future', is often

of more value in the proper training of a child, than any other thing connected with a school-house."

"The library of the University at Boulder, Col., numbers 2,000 volumes. A good foundation for a library has been laid by a gift of \$2,000 from C. G. Buckingham, Esq., of Boulder, to which have been added donations from Messrs. J. Alden Smith, and Boulder Cole, making a total of \$5,000—a grand beginning and an inspiring example."

Go, ye tax payers, business men of foresight, who believe in good citizens as the best product of civilization, and do likewise. Your gifts will bear interest thirty fold, sixty fold, a hundred fold, in the intelligence, refinement, industry and character of the next generation. Your gifts will be a better defence of your interests and property than a Vigilance Committee, or an armament of rifles, or a policeman at every door. Good citizens are the only and the impregnable safeguard of all public welfare. The libraries contribute to form and rear them, most powerfully—as enshrining the lives and the spirits of the best and greatest men whose labors have been the glory of past ages. These are exhaustless fountains of truth and wisdom, compared to which the wells and fountains of Orient and of Occident are of ephemeral and slight utility. A good book elevates and ennoble the young reader for all his future days. It is a good and a treasure beyond all price.

L. W. HART.

Recent Literature.

PARABLES FROM NATURE. By Mrs. Alfred Gatty, author of "Aunt Judy's Tales," etc. New York: G. P. Putnam's Sons.

These two sweet little blue and gold volumes, about five by six inches in size, have been lying on our shelf or table several weeks. They have well claimed a notice meanwhile, but they, the two companions, first and second series, were good enough to keep.

And now what shall we say of them, the dainty things? Wholesome? Aye, every word! Entertaining? Yes, to a healthy mind, especially. Instructive? Yes, their truths are soul-truths that fill mind and soul. Their author has sat at the feet of Him who said, "Behold the lilies of the field," and who opened his mouth in parables. And yet, not many of these desertations are of a directly religious character.

There is, however, a deep and a true philosophy in these allegories of Mrs. Gatty. She makes animate the inanimate in nature around her; she puts words into the mouths of birds; makes the trees and flowers, the winds and waves to speak, and thus impersonate men in their wisdom or whims, their prejudices or passions. She shrewdly holds up nature as a looking glass before our eyes, till we men or women are ashamed of our injustice, our impatience, our pride, our discontent or avarice, and resolve, as we lay down the volume after reading a chapter in some spare

half-hour: Let me also put aside that trait or habit of mine which has been blighting half a life-time.

Truly, Mrs. Gatty knows what is in man and in nature too. As the botanic school of physicians know the right herb to select for the particular ailment of the patient in hand, so does our fair author, as with magic wand, point out here and there just the remedy, in field or on the wave, which shall "minister to the mind diseased."

The first parable is "A Lesson of Faith." A butterfly and caterpillar meeting on a cabbage leaf, enter into conversation involving the question or fact of metamorphosis. The one became the other through that law, though neither understood how! But the caterpillar was taught by wiser heads to believe, notwithstanding the mystery, that she should really one day become a butterfly.

Some of the other chapters, whose titles are expressive, are as follows:

The Law of Authority and Obedience.
The Unknown Land.
Waiting; a Lesson of Hope.
Daily Bread.
Motes in the Sunbeam.
The Master of the Harvest.
The Deliverer.
Night and Day.
The Universal Language.

The chapter on "The Inferior Animals," relates an animated conversation between a flock of rooks walking about in a field. The subject of the talk is man, their common enemy—man, who shoots their young and of whom they live in terror. In answer to a query thrown out by some one of their number, as to the origin of that creature man, one makes a speech, often interrupted by applause, to show that he was a degenerate son of the rook family! The argument seems convincing, at least to the black listeners, who often unite in clamorous, cawing approval. The "hit" is palpable, and the aim evidently Darwinian. Or the argument of the rooks is strong, at least negatively, as much as to say: Since we don't know where else man was from, he must have descended from us rooks, though plainly now inferior, since, among other reasons, he cannot fly!

These little volumes will bring solace to the sorrowing, rest to the restless, food to the spiritual and the intellectual, while some chapters will be entertaining to read to the child of ten or twelve. There are no purer thoughts better expressed out of the Bible.

ADVANCED READING and Recitations. By Austin Fletcher, A. M. Boston: Lee & Sheppard. \$1.50. For sale by Book & News Co.

This is an addition to the already pretty copious works made up of selections for the student of elocution in prose and poetry. We find in this book material brought together with good taste. The compiler's preliminary directions are valuable. We know of no presentation of these favorite extracts where the type, paper and binding are so attractive.

THE SCHOOL OF LIFE. By William Rounsville Alger. Boston: Roberts Brothers. For sale by Book and News Co.

The author inscribes this little book "to pupils with sympathy for their aims, and to teachers with reverence for their profession." He begins his introduction with this tale:

"An Eastern Vizier, it is said, once sent his sons away to be educated in a common school with the children of the people. Those who distinguished themselves by good behavior and rapid improvement,

he recalled to the palace and made confidential officers of the Sultan; but those who were vicious, who proved indolent and backward, he disowned and left to grow up as shepherds, ignorant of their high birth and deprived of its privileges." The tale is a poetic and solemn figure of our existence.

"Education is nothing but an assimilative career. The full social form is the food into which we are to enter. The nature of the child, or the roughness of the adult, is the material to be admitted and refined. Delight and curiosity, with sparkling eyes and tiny gestures, come tripping forth to the time of their lessons in the classes of existence; and there is no finish to education, because there is no end to the improvement of mutual good works. Under the head of "Providential Teachers" is the following: "Ideas are school-masters. The idea of God, as the omnipresent Father, educates the spiritual nature of every person into whose soul it comes. The idea of freedom flung forth by ardent champions to battle amidst a careless people, between philanthropists and tyrants, the idea of any grand political reform or moral right proclaimed and opposed in the press and on the platform, discussed by excited multitudes and meditated by lonely thinkers, stirs, instructs, and lifts a nation. To the soul that thinks every thought, according to its character, is a tutor, foul or holy. Labor is a renowned school-master. Labor from the rude beginnings of the world, has pioneered the steps of progress and taught his disciples the costliest lessons; and though they have learned with sweat and scars, they owe him gratitude for the fruits."

MOTHERHOOD; A Poem. Boston: Lee & Sheppard. St. Louis Book & News Co.

This book contains the story of Motherhood under the headings of The Hope, The Prophecy, The 'Hall Mary,' Hymn of Motherhood, Inheritance, Faith, Crowning, Resignation, The Travail, My Nurseling, The Death Angel, Consolation, The Greeting, The Lullaby, The Nursery, The Bath, Asleep, Mother and Child.

MY NURSING.

Baby and I are alone,
Just baby and I!
His eyes look up and mine look down,
And the love that flashes in sympathy,
Is the gem in the crown.
His dimpled hand is at rest
Like a soft rose-leaf,
And cheek and lip lie on my breast
With pressure of trust, dear past belief;
So true, so blest!
So close to my heart,
One clear life-tide
Coursing between; my holy part
To feel the current warm from my side
At God's touch start.
Then flush into rosy beams
From his glowing face.
Answering back in brighter gleams,
Springing up with a sweeter grace
Than my sweetest dreams!

GLEANINGS IN THE FIELDS OF ART. By Ednah D. Cheney. Boston: Lee & Sheppard. For sale by the St. Louis Book and News Company.

This book is finely printed on tinted paper and contains over three hundred pages. It treats of Greek art, early Christian art, Byzantine art. Restoration of art in Italy, Michelangelo, the poems of Michelangelo, Spanish art, French art, Albert Dürer, old German art, American art, English art, David Scott, Contemporaneous art.

"Never forget the straight line," Ingres would say to his pupils one morning. Another

time he would say "There is no straight line in nature, everything curves and that gives beauty." It is so in life; without the straight line of principle, of justice, of law, character is weak and unreliable; but it must also bend in mercy and charity; and perpetually remember its relation to others: "Look at the large lines and large matter first," says the teacher of drawing. How many lives are wasted from not seeing this same principle in life when a petty object is allowed to keep us from great duties and noble joys.

"THE REPUBLIC OF GOD," is announced for early publication by Houghton, Mifflin & Co. Its author, Rev. Dr. Elisha Mulford, is well known as the writer of a book entitled "The Nation" which appeared in 1870, and is regarded by competent judges as the most profound and exhaustive study of American political philosophy which has ever been published. Dr. Mulford's new book treats with equal thoroughness and more mature power fundamental questions of religion, of discussion between religion and science, the controversy with modern agnosticism, and the relations of religion and philosophy.

That reader must be hard to please indeed who, in the diversified contents of the "North American Review" for June, should find nothing to win his attention. First we have an article by the Hon. Hugh McCulloch, on "Our Future Fiscal Policy." George B. Loring writes of "The Patrician Element in American Society." In the author's estimation the patrician element here is simply the strongest popular element—that portion of the people, whatever their lineage, who are engaged in developing the mental, moral and material wealth of the Republic. Frederick Douglass writes of "The Color Line;" Dr. Austin Flint discusses the benefits of vaccination; J. M. Mason asserts the lawful power of the government to regulate railway charges.

THE CHRISTIAN UNION appears in a new garment from beginning to end. It has been entirely re-clothed, and in a dress which is yet a decided change for the better. Several other modifications in its appearance will be made in July. The literary contents are equal in all respects to its splendid typography. Among the contributors are Rose Terry Cooke, Rev. Dr. Goodwin, of Chicago, President Seelye, of Amherst, who discusses the remedy for atheism; Mr. Hamilton W. Mabie, whose study of Goethe throws a new ray of light on that remarkable character, and Susan Coolidge, whose charming poem teaches a lesson of restfulness and peace. Taken altogether, "The Christian Union" is the best family paper we know of.

LITTELL'S LIVING AGE—The numbers of "The Living Age" for the weeks ending May 7th and 14th respectively, contain articles on the Unity of Nature, by the Duke of Argyll. A study of Carlyle. "Contemporary;" Old Scottish Society, "Blackwood;" Jewish Home Life, "Fraser;" Winter Nights at Davos, "Cornhill;" A Sunday at Leksand, "Temple Bar;" Mrs. Barbauld, "Argosy;" The Use of Relations, and the Mental Effect of Earthquakes, "Spectator;" The Extraordinary Papal Jubilee, "Saturday Review;" The St. Petersburg Dynamite Mine, and Fish Culture in the United States; "Saturday Review;" with chapters of "The Freres," "Visited on the Children," and "The beautiful Miss Roche," and the usual amount of poetry.

For fifty-two numbers of sixty-four large pages, (or more than 3,300 pages a

year), the subscription price (\$8) is low; while for \$10.50 the publishers offer to send any one of the American \$4 monthlies or weeklies with "The Living Age" for a year both postpaid. This Journal and "Littell's Living Age" for \$8.00.

THE POPULAR SCIENCE MONTHLY—D. Appleton & Co., New York. The contents for June are as follows:

"Physical Education," "On Fruits and Seeds," "Sunstroke and some of its Singularities," "The Value of our Forests," "Production of Sound by Radiant Energy," "The Development of Political Institutions," "Degeneration," "The Primeval American Continent," "Natural production of Alcohol," "The Modern Development of Faraday's Conception of Electricity," "Glucose and Grape Sugar," "The Mental effect of Earthquakes," "Sketch of Julius Adolph Stockhardt," (with portrait). Literary Notices, Popular Miscellany, Notes.

We have made arrangements with the "Journal of Science," of Chicago, to furnish it and our Journal to subscribers for \$1.10 per year. This is only ten cents more than price of either paper, and a rare chance for our readers.

The "Journal of Science" is a popular illustrated periodical, aims to give its readers a knowledge free as possible from technicalities, and adapted to the understanding of old and young of all classes.

We are glad to see that our friend Prof. Chas. T. Venable of the University of Virginia, has brought out his 'Easy Algebra.' It is just what we have desired as an introduction to Algebra, and a valuable help in the analytic processes of Arithmetic.

This work will be a valuable introduction to the problems of arithmetic, and should be studied as soon as the pupil reaches percentage. We most heartily commend this book to teachers.

CICERO'S "De Natura Deorum," published by Ginn & Heath, is just the book for our colleges and high schools. It would be a most valuable substitute for Horace or Livy. It is superior in moral tone to the former, and in elegance of diction to the latter. It is one of Cicero's best works, and this is the best edition that has come under our notice.

Let every one who should know the grandeur of the Christian theology as compared with that of the most enlightened Paganism, read this masterly work of Cicero, and then the New Testament.

THE ART AMATEUR for June has a fine design for embroidery, and also pen and ink designs for invitation cards. An extra supplement with a design for a tile fire-place facing; a design for a plate in maize and squash. The first page has a glimpse of the Paris Salon of 1881, with a portrait of M. Cabanee, president of the jury, and drawings of some of the pictures. Montague Marks, publisher, New York.

WIDE AWAKE—D. Lothrop & Co., Publishers, Boston. "Wide Awake" for June is noticeable for its exquisitely illustrated poems from well known poets, chief among them being "Mary in the Morning Glories," by Mary Clemmer. "The Baby's Prayer," by Elizabeth Stuart Phelps, is so sweet we should like to quote it if we had space, as well as many other good things.

Horsford's Acid Phosphate In Indigestion.

I have used Horsford's Acid Phosphate in indigestion arising from nerve exhaustion. It is an admirable remedy.

St. Louis, Mo. P. W. BRADBURY, M. D.

EMIGRATION TO THE UNITED STATES AND CANADA.—Mr. John James Jones, member of the School Board for London and Director of the London Samaritan Society, left England on May 12th, on behalf of the working classes of the United Kingdom, to make himself personally and practically acquainted with the vast resources of Canada and the States, and their facilities for absorbing English-speaking people. Some of our readers may wish to communicate with him, letters can be addressed, Mr. John James Jones care of Mr. T. Board, Box 340, Windsor P. O., Ontario, Canada.

We hope Mr. Jones will visit St. Louis, Arkansas and Texas and call on us as he passes on to these wonderful states.

EDITOR.

ATLANTIC MONTHLY—Houghton, Mifflin & Co., Boston. The "Atlantic" for June has its usual interesting and readable articles. "The Indoor Pauper" should be read by every one, and a remedy for this great evil, ill treatment of our insane, be discussed.

THE NURSERY—The "Nursery" for June is as beautiful as ever, illustrated on nearly every page. How the wee little ones do like to look at it, and have the stories read to them. There is a drawing lesson in each number, and those children who have blackboards in their home nurseries will take great pleasure in this feature.

It may surprise some of the young readers of "St. Nicholas," who are enjoying the rollicking fun of the serial for boys, "Phaeton Rogers," now being published in that magazine, to know that its author, Mr. Rossiter Johnson, is most of the time engaged in the staid work of editing the "American Cyclopaedia." He is already well known among older people as the editor and originator of the "Little Classic" series, and the author of some admirable magazine articles and stories.

If we were to issue a dozen *extras* of sixteen pages we should not be able to answer the demand for room to publish "The Graduating Exercises" of the schools and colleges sent in to us with *special* requests that we give place to this one in particular as it was of special interest. They come by scores from Illinois, Iowa, Missouri, Kansas, Texas, Mississippi, Arkansas, Louisiana, and Georgia—three from North Carolina, and a half-dozen from South Carolina. Our daily papers publish these accounts as "special dispatches" from scores of cities and pay for gathering and for telegraphing these items.

The country is all ablaze with these reports. Some one, or rather a great host have been doing very hard, honest, faithful and efficient work to bear such fruit and it is of so much value and interest that the telegraph operators and the editors of our great daily metropolitan newspapers have taken a hand in and are "whooping up" the people on this matter of common schools and public education.

Important to Travelers.

Special inducements are offered you by the Burlington Route. It will pay you to read their advertisement to be found elsewhere in this issue.

STATE UNIVERSITY—Thursday, May 26, Normal Commencement. Address by Pres. Baldwin, Kirksville, Normal School.

Saturday, May 28, Engineering Commencement. Address by apt. O. H. Ernst, U. S. Engineering Corps.

Sunday, May 29, Baccalaureate discourse, by Rev. E. R. Hendrix, D. D., President Central College, Fayette, Mo.

Monday, May 30, Medical Commencement; annual address by Dr. W. B. Adams of Montgomery City.

Tuesday, May 31, address before societies.

Wednesday, June 1, Oration before the Alumni Association, by O. L. Houts, S. M., class '70.

Thursday, June 2, Commencement Day. Commencement exercises of the State Normal School, Warrensburg, Mo., begin Monday, June 13.

Tuesday night, 7 o'clock, annual address by Hon. Chas. P. Johnson, of St. Louis.

Next session opens the first Wednesday in September. Catalogue ready July 1st; sent on application to Geo. L. Osborne, President.

BRO. MAYNARD of the Moberly *Headlight* pays Col. Wm. F. Switzler the following deserved compliment and we endorse every word of it.

"The Nestor of the Missouri Press was there, full of battle and of speeches. Whatever others may think of Switzler of the *Statesman*, to us he is the grandest man in the profession, taking him morally, intellectually and physically—every inch a man, and to all intents and purposes a cultivated gentleman. If we had a dozen like him in the Association (meaning "us" in the aggregate) we could discuss matters of political and social economy with the English Parliament or the American Senate. Switzler is no trimmer, no time-server, no schemer. He gives as hard-knocks as he gets and doesn't wear gloves. That is the reason policy men some times try to "chaw" him up and find they have a file to nibble instead of cheese, and the old man generally scatters his enemies.

ANOTHER TEXAS INDORSEMENT OF OUR SCHOOL DESKS.—J. R. Fortson, Esq., President Board of Education Queens Peak, Texas, writes as follows under date of May 17th 1881:

"Accept our thanks for the desks sent. They were received promptly and all in good order.

We are all greatly pleased with them. I enclose another order which please fill and oblige,

Yours Truly,
J. R. FORTSON, Prest.

PROF. S. S. Hammil stands at the head of the profession in this country. His School of Elocution in Chicago has no superior in the country. It opens June 10th. The course consists of 120 lessons, four each day. The value of such a course of instruction under such a master can scarcely be estimated. How can teachers spend a month to better advantage? They will return to their schools new persons with new powers of usefulness.

You get a glimpse of some of the beauties and attractions of the celebrated health and pleasure resort of Missouri, on our last page.

SWEET SPRINGS,

both from its location, and the variety and curative qualities of its famous waters, is attracting attention from all over the country.

It is easily accessible from all sections and all directions. Send for a railroad map and circulars. Mr. F. Chandler of the Missouri Pacific, will make rates direct to the Springs from St. Louis, to suit all sorts of people. The regular season ticket, round trip, which Chandler calls "The go-and-come-as-you-please ticket," is \$10 for the season. Limited tickets, round trip, \$6.

Send and get circulars of information, and we are sure you will be well repaid.

There is no question as to the curative qualities of the water.

THE editorial fraternity of Missouri will never forget the generous welcome and the kindly hospitality of the people of Jefferson City.

It was admitted on all hands to be the most harmonious, genial and profitable meeting we have ever had.

The banquet was magnificent, and as abundant and generous and complete as money and skill could make it. There was no wine or liquor of any kind furnished. No need of any—there never is—and everything passed off to the entire satisfaction of all present.

THE MADISON HOUSE, where it was our good fortune to be entertained, won, as it deserved to do, golden opinions from all.

We give an extract from the able address of Gov. Johnson, on another page.

Gov. Johnson said in his address, recently delivered at Jefferson City, the character of the press has more to do in making us a law-abiding people than anything else, and I claim that we are pre-eminently a law-abiding people. Men say

THE REVELATIONS

of the press are bad. It records all these horrible accidents and fearful calamities and destruction of lives by fire, flood, war and pestilence, revolting revelations of vice and crime of every kind and degree.

Well, it is all about your brother. You cannot help but be interested in him. You are made in every instance if not directly, indirectly interested in his welfare. But the news is not all of this type. In fact, this is a small portion of the panorama. It occupies mostly the back-ground.

D. HARTER'S

Endorsed and recommended by the medical profession, for Dyspepsia, General Debility, Female Diseases, Want of Vitality, Nervous Prostration, and Convalescence from Fevers, &c.

GENTLEMEN: I was suffering from general debility to such an extent that my labor was exceedingly burdensome to me. A vacation of a month did not give me much relief, but on the contrary, was followed by increased prostration and sinking chills. At this time I began the use of your IRON TONIC, from which I realized almost immediate and wonderful results. The old energy returned and I found that my natural force was not permanently abated. I have used three bottles of the Tonic. Since using it I have done twice the labor that I ever did in the same time during my illness, and with double the ease. With the tranquil nerve and vigor of body, has come also a clearness of thought never before enjoyed. If the Tonic has not done the work, I know not what. I give it the credit.

The Iron Tonic is a preparation of Protoxide of Iron, Ferri-vian Bark, and Phosphates, associated with the Vegetable Aromatics. It serves every purpose where a Tonic is necessary.

IRON TONIC.

MANUFACTURED BY THE DR. HARTER MEDICINE CO., NO. 213 NORTH MAIN STREET, ST. LOUIS.

DRURY COLLEGE.

The plan of this institution embraces a true college, with a course of study modeled after Yale, conferring the degrees of Bachelor of Arts and Bachelor in Science, and a Preparatory Department. The latter is intended to fit students for the Freshman class of the former, or for the like grade in any other college, and also to prepare young people for teaching and business.

Ladies are received on the same terms as gentlemen. They are expected to reside with the Lady Principal, in Walter Fairbanks Hall, a very commodious building, devoted exclusively to their use.

The college year begins on the second Thursday in September and ends on the third Thursday in June, and is divided into three nearly equal terms for study.

All expenses are very moderate, less than half those in Eastern institutions affording the same advantages. Candidates for the ministry and the children of ministers, advanced in their studies, are commonly exempt from charges for tuition in the regular courses.

The Missouri Conservatory of Music affords excellent opportunity for the study of music and elocution in all their departments.

Instruction is given in the various branches of Drawing and Painting, after the latest and most approved methods.

The college has a growing library of 12,000 bound volumes and 13,000 pamphlets, and apparatus for illustration in the several sciences.

The recent enlargement of our endowment and the erection of additional buildings, add largely to our facilities for education.

Springfield is known far and wide as a pleasant city, with an unusually healthful climate. It is admirably adapted in these respects to the requirements of a large school of learning. For particulars address the President of the College.

Springfield, Mo., April 20, 1881. 14-5c

Good Hotels.

Hotel accommodations for travelers are of the greatest importance to persons who have to move about the country on business, or to visit Niagara, Saratoga, White Mountains, Coney Island, Long Branch or other summer resorts. "Just where to go" is what every man wants to know when he leaves home. The Grand Union Hotel, opposite Grand Central Depot, New York city, is a very popular resort, because the attendance there is prompt and satisfactory. The charges are reasonable and the menage complete; try it. Families can live better for less money at the Grand Union Hotel than at any other first class hotel in the city. Be careful to see that Grand Union Hotel is on the sign where you enter.

SCHOLARSHIPS.

We will be pleased to correspond with parties wanting scholarships in any Commercial College in St. Louis. Circulars and valuable information free. Address this office.

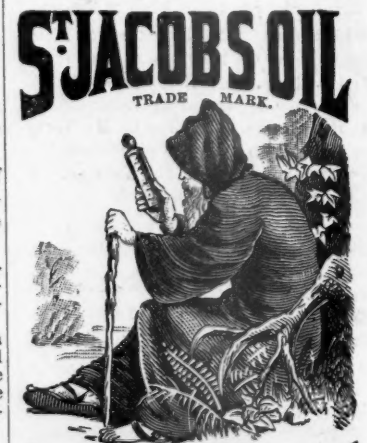
The St. Louis Magazine.

The St. Louis Magazine, now in its eleventh year, contains a number of beautiful views of street scenes, public buildings, a fine picture of the world-renowned Union Market, and other illustrations of the city of St. Louis, besides a great variety of stories, poems, a profusely illustrated fashion article, and other timely reading. Sample copy sent for two three-cent stamps. Address "St. Louis Magazine," 213 North Eighth Street, St. Louis. The magazine and "American Journal of Education" both sent one year for \$1.50.

HORSFORD'S ACID PHOSPHATE In Loss of Appetite.

Horsford's Acid Phosphate is used with great success in langour, loss of appetite and hypochondria.

\$66 a week in your own town. Terms and \$5 outfit free. Address H. HALLETT & Co. Portland, Maine. 13-10 14-9



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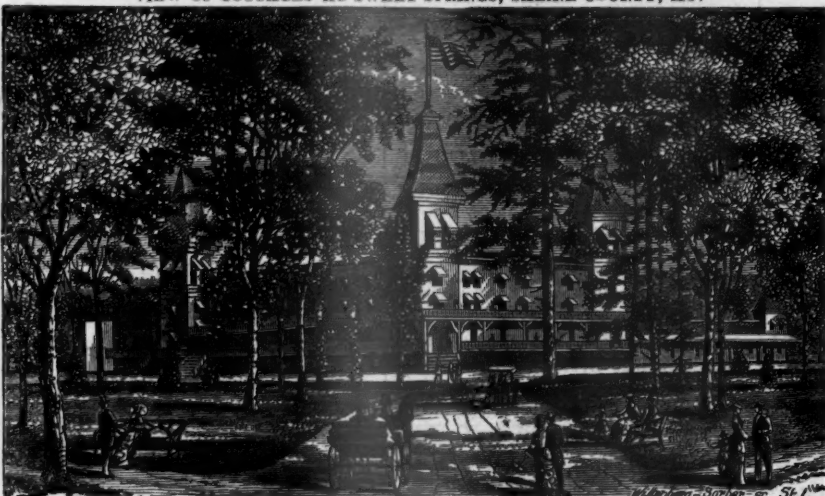
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